DOCUMENT RESUME

ED 351 466 CE 062 197

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TITLE Coping with Pressures from Significant Others. Single Parent/Homemaker Project. Final Report.
INSTITUTION Northern Kentucky Univ., Highland Heights.
SPONS AGENCY Kentucky State Dept. of Education, Frankfort. Office of Vocational Education.
PUB DATE Jun 91
NOTE 122p.
PUB TYPE Guides - Classroom Use - Teaching Guides (For Teacher) (052)

EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS Adult Education; Adult Vocational Education; *Change Strategies; Consciousness Raising; *Coping; Interpersonal Competence; Job Training; *Reentry Students; *Resistance to Change; *School Holding Power; *Significant Others; Student Adjustment
IDENTIFIERS *Kentucky

ABSTRACT

This document provides a rationale for developing in adults enrolled in education and training reentry programs the skills to cope with pressures from their "significant others." It also includes instructional activities designed to develop those skills. The first four sections of the report provide an overview, a literature review, a booklet introduction, and some tips on getting started. The instructional activities are described in the next five sections, entitled respectively: "The Process of Change," "Identifying Significant Others," "Examining Ourselves," "Building Skills to Help Cope with Pressures from Significant Others," and "Social Support." For each activity, the title, goal, time estimate, needed materials, required preparation, and a description of the activity are provided. The following materials are included: sets of discussion questions; lecturettes for the trainer to deliver; questionnaires for students; instructions for conducting role plays; and pencil and paper exercises for reentry program students to complete. Appendices contain the following: a list of questions asked during phone interviews conducted prior to the development of activities; a questionnaire reentry students were asked to complete; and flyer aimed at recruiting reentry students for a peer support group. Twenty-nine references are listed. (CML)

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"SIGNIFICANT OTHERS"

FINAL REPORT

ReEntry Center
Northern Kentucky University

Funded by the Office of Vocational Education
Department of Education

Printed with State Funds
Project No. 12-46-546-DBBF-E432-21-01-01-G2800-4819-0541-91-24-V24

CE062197

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SINGLE PARENT/HOMEMAKER PROJECT

"COPING WITH PRESSURES FROM SIGNIFICANT OTHERS"

FINAL REPORT

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The Office of Vocational Education
Kentucky Department of Education
12-46-546-DBBF-E432-21-01-01-G2800-4819-0541-91-24-V24

Northern Kentucky University and the ReEntry Center are strongly committed to the concepts of affirmative action and equal opportunity. This publication is funded through the Kentucky Bureau for Vocational Education.

ACKNOWLEDGEMENT

ACKNOWLEDGEMENTS

In addition to the funding from the Office of Vocational Education, Kentucky Department of Education, this project was only able to be completed with the joint cooperation and professionalism of the faculty, staff, and consultants involved in the project.

Special thanks to Bettie Tipton, Director of Equal Vocational Education Programs, Department of Education, Frankfort, Kentucky. Many thanks to Debbie Elfers for her proofreading and typing for the publication, Gail Wight for her bookkeeping and many types of miscellaneous help, Harold Nowling and J.B. Losey for their final proofreading skills, and the single parent/homemakers who assisted in the surveys, workshops and questionnaires.

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OVERVIEW

OVERVIEW

This grant project was implemented and completed between July 1, 1990, and June 30, 1991, by the ReEntry Center, Northern Kentucky University (NKU), Highland Heights, Kentucky 41099-5992. Funding for the project was provided through a grant from the Office of Vocational Education, Kentucky Department of Education, Frankfort, Kentucky.

INTRODUCTION:

Single parent/homemakers in transition must develop both job training skills and interpersonal skills in order to successfully become independent. Family members and other people close to the student (i.e. the student's significant others) are often threatened by the changes they assume will occur. As a result, a majority of single parent/homemaker students receive pressure from significant others not to enroll or continue their education or training to learn marketable skills. In addition, students who enroll in programs that are non-traditional to their gender may also get pressure to enroll in more traditional programs. It is clear that in order to successfully complete job training programs and become meaningfully employed, single parent/homemakers must develop adequate coping skills to allow them to deal with the pressures that their significant others bring to bear. The major purpose of this grant project was to develop a set of materials and activities to be used to facilitate the development of these coping skills.

OBJECTIVES:

The basic objectives of the project, "Coping With Pressures from Significant Others", were fourfold:

(1) the development of an instructional unit for project directors, counselors, and teachers which includes materials and activities concerning role-conflict management, change management, healthy family interactions, working toward independence, developing positive support systems, and childhood development

(2) the offering of a support group for significant others to provide information about the training program and to assist with problems incurred during this transitional period

(3) the offering of a peer support group for students enrolled at the ReEntry Center who had problems with pressures from their significant others

(4) the administration of a training workshop for project directors to introduce the materials and develop a program in their own areas; and to help evaluate the newly-developed materials

PROCEDURES:

Before developing the materials and activities for the instructional unit and piloting them in peer support groups, preliminary information was gathered in the following manner:

(1) an extensive literature review was conducted concerning single parent/homemakers and the roles of significant others in their lives.

(2) a questionnaire concerning significant others was administered by single parent/homemaker project directors to students currently enrolled in training programs across the state.

(3) input was gathered informally from ReEntry Center staff, faculty and an outside consultant working directly with the students

(4) information concerning pressures from significant others was gathered from twenty-five phone or in-person interviews with past ReEntry Center participants

Based on this information a series of exercises was created for use in a support group (or workshop) with job training participants. A format for such a group was developed and participants were recruited. Two support groups were formed -- One group was formed through open recruitment and the other utilized students enrolled in a ReEntry Center class. It was determined through preliminary roundtable discussions in several classes that students felt their significant others would not participate in support groups offered for them. The decision was made to work with the women and men who were making the transition through training. More detail regarding the survey findings and support groups can be found in the introduction to the instructional materials.

The materials that were developed focused on helping the students to increase their understanding of change, relationships, self, and children; and to reduce the pressure from significant others through developing skills in conflict management, assertiveness, time management, and other appropriate interpersonal skills. The activities and materials were piloted in the support groups and refined. Additional materials were developed to provide facilitators with more options in planning their own programs.

CONCLUSION:

In conclusion, these procedures provided a framework to study the impact of pressures from significant others on the special population of single parent/homemakers. The research team has provided a thorough section detailing the results of the study. The final product is excellent resource material to aid project directors and others in facilitating their own supportive groups.

LITERATURE REVIEW

LITERATURE REVIEW

Single parent/homemakers in transition need to develop both job training skills and interpersonal skills in order to be successful in either returning to an educational institution or employment environment.

The many internal and external stressors are evidenced by demographic changes in the increased single parent home and labor force participation by women. In 1988, 23% of U.S. families with children under 18 were single parent families (Glick, 1990). Now, less than 7% of households fit the previous 1950's profile of a breadwinner husband, a housewife, and two children (Business Week, "Why We Should Invest in Human Capital", December 17, 1990).

Additionally, the structure of the single parent family has also been changing. One of the most recent and profound changes has been that fathers who seek custody are now receiving support from both the court system and attorneys. The "tender-years" policy that use to almost insure a mother's right to custody is now being redefined as discriminatory (Risman and Park, 1988). Overall, mothers assumed custody because the children had been their responsibility throughout the marriage. Fathers now are either fighting for custody or are left with the children due to such circumstances as desertion, widowhood, or wives having refused custody. When custody is contested, men are as likely as women to win it (Seiden, 1989).

As single parent/homemakers prepare for supporting themselves or themselves and their families, they are faced with mixed messages from many significant others who play a variety of roles in their everyday lives. Interestingly, a research project by T. Parish and G. Nunn indicated that not only does the family represent a basic human system that fulfills psychological, social, and physical needs but that the view students had of themselves was closely linked to the views they had of their families (Parish and Nunn, 1988). While some women may not have a network of close friends or significant others, it is more common for a woman who is seeking and going through transitional roles to be surrounded by "caring others" who actually undermine her by denying the legitimacy of an activity she regards as important (Ratcliff and Bogdan, 1988). This same feeling of gender inequity may be, and often is, felt by reentry female students (such as those students reentering education and/or training through single parent/homemaker programs). Often, teachers unconsciously treat students differently because of their gender. Efforts are being made in Kentucky to help educators become more aware of the sex-equity research by Sadker & Sadker, and how these issues affect their students. A more detailed copy of the Sadkers' research results, and other sex equity issues, are in the Equity News Alert, Issues XVIII and XIX. Copies are available through the ReEntry Center at Northern Kentucky University.

Life events, stresses and social support are issues that must now, more than ever, be faced by both the male or female single parent/homemaker. The decision to return to either education or employment is a basic step for either group to make in reaccessing, evaluating, and moving toward fulfilling their family responsibilities and providing for basic needs.

The social support, or "perceived" support an individual has is often a buffer and aid to personal adjustments when coping with stress from significant others when an individual returns either to school or work. How a single parent/homemaker deals with the "perception" of a transitional crisis depends upon what the stressful event is, what resources for help are available, and how other family, extended family members, and significant others support the individual. On the positive side, many transitions may be aided by perceived social support from significant others which, in turn, lessens the "negative" life event and helps the individual make successful transitional choices. Though the experience and level of social support varies across age and gender, women report higher levels of social support than men--and older adults report lower levels of support than younger adults (Pittman and Lloyd, 1988).

Due to economics, influence of internal and external stressors, and the internal changes in the living arrangement of many American families, married men and women may, in effect, find themselves suddenly the single head of household with the same responsibilities for care of family. This may be due to the death or disability of a spouse--or when one parent or the other becomes long-term unemployed. For this reason, the spouse that suddenly finds herself/himself in this situation shall also be considered a viable source of information and a single parent/homemaker in transition.

Furthermore, many other couples may actually be "only a slip of paper away" from a divorce or finding themselves suddenly a single parent/homemaker in transition. A 1987 article "Older

Women and ReEntry Problems: The Case of Displaced Homemakers" states that data on displaced homemakers might be applicable to other populations of husband-absent, middle-aged and older women who are entering/reentering the labor force in increasing numbers (Benokraitis, 1987). Though displaced homemakers are usually women, the term may also refer to men since "displaced homemaker" refers to any individual between 35-64, who has worked in the home for a number of years providing unpaid household services for family members, is not gainfully employed, and has been dependent on the income of another family member but is no longer supported by such income because of separation, death or divorce (Benokraitis, 1987; Hearings, 1977). Therefore, the information in this paper should be of interest to the general population as a whole. Most married women and married men recognize the possibility of eventual divorce or widowhood. These demographic changes have placed a new importance on extended families. With these changes, also, come many stresses and stressors.

Significant other relationships and/or marital status often are either a strong supportive helper or strong barrier to the education and career plans of women and men. While the role of significant other is not limited to a male/female relationship, research indicates that the career aspirations of women are influenced greatly by the attitude of male significant others. When reassessing career plans, women consider not only their own values, attitudes, abilities and fears, but also the values and attitudes of significant men in their lives (MacKinnon-Slaney, Barber and Slaney, 1988). Noteworthy was the fact that "increasing knowledge" was the most frequent career-related goal for single, married or divorced women in career-aspirations of reentry female students. However, reentry divorced women often needed better employment and to fulfill financial needs more significantly than the reentry married woman. For widowed women, research indicates that the presence of a confidant leaves the possibility of continuity of "significant others." This, in turn, gives stability to past and present continuity (Thomas, DiGiulio, and Sheehan, 1988).

In a 1989 USA Today interview, it was brought out that students see a college education as a career move necessary to getting a good job, rather than just a good classical education that helps one become a civilized human being (Sanborn, 1990).

However, due to lack of support, or perceived support from significant others, child care, health, the AFDC and social system as it is, or lack of self-esteem, the reentry single parent head of household may find it difficult to ascertain, or hold, a career job. This is especially true for the group of women classified as displaced homemakers.

Employers indicated in a roundtable discussion that they see displaced homemakers as "their own worst enemies" because of the lack of confidence in their abilities (Benokraitis, 1987). These women often want the jobs, but don't have the necessary training.

Additionally, employers mentioned the unwillingness and inability of middle-class women to accept low paying, entry-level positions (Benokraitis, 1987).

When making transitional changes in returning to the job market, the pressures from dealing with significant others may be coupled with many other external and internal factors. Often, these factors, together, may be so overwhelming that a single parent/homemaker may find it extremely hard to gain employment. The additional stressors of pregnancy or having small children to support was 40% of the reasons why AFDC recipients said they first applied for assistance; divorce or breakup of a relationship was 20%; and inability to find employment was the remaining 40% (Popkin, 1990).

For the many single parent AFDC recipients who are trying to successfully cope and survive among the mixed blessings and mixed support from the significant others in their lives (husbands, wives, girlfriends/boyfriends, children, friends, extended family members), they must also struggle with the current AFDC structure which they feel does not allow people to work and receive benefits, provides little or no assistance with education, and discourages people from trying to improve their status (Popkin, 1990).

In addition to the mixed message on the importance of the reentry woman's place in education or the job market from significant others in her life, there is certainly a mixed message concerning the level of governmental support.

Single parent/head of households are successfully fulfilling the dual role, making the transitional changes, and seeking a better future while dealing with the various pressures from the significant others in their lives.

In helping reentry students/employees to successfully deal with pressures from the significant others in their lives during the transitional period, we need to be aware of the many various stressors and help them find ways to cope. As Sandra L. and Linda M. Perosa stated, "career and personal counseling skills are both necessary in helping clients undergoing transition because career formation, decision making, and implementation involve the expression of the self and the fulfillment of one's identity." (Perosa and Perosa, 1987)

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INSTRUCTIONAL BOOKLET INTRODUCTION

INTRODUCTION

Single parent/homemakers in transition must develop both training skills and interpersonal skills in order to successfully become independent. Family members and other people close to the student are often threatened by the changes they assume will occur. Additionally, a majority of single parent and homemaker students receive pressures from significant others not to enroll or continue their education or training to learn marketable skills. Individuals who feel pressures from their significant others while in a transitional period are found across the age spectrum.

There has been an extremely limited amount of help available to individuals who find themselves faced with various types of pressures from the significant others in their lives while they go through the transitional period. The purpose of this grant project was to (1) review the literature that was previously available, (2) develop a peer support group and a support group for significant others, (3) develop an instructional unit to help project directors, teachers, and counselors deal with this issue with their students, and (4) to offer a workshop to help instructors implement this type of program in their own areas.

Overall, students showed a strong interest in the peer support group/activities and seemed to derive needed insight and information through their participation.

However, concerning the other support group for significant others, they felt the significant others in their lives were either (1) not interested in participating in this type of a group, or (2) did not have the self-confidence or social skills to successfully participate in this type of a support group.

The following exercises were, therefore, developed mainly for use with peer support groups to help them deal both directly and indirectly with the pressures they feel from the significant others in their lives as they make transitional changes.

GETTING STARTED

GETTING STARTING

The process that was shared by the project staff in developing the "Coping With Significant Others Support Group" is described for you in the following narrative. It is not intended so much as a "how to" as it is meant to provide a guideline for one way of developing such a group. The collective work of the staff involved resulted in the choice of format used for the support groups and the style in which the groups were facilitated.

The first step in the development process was the gathering and compilation of information regarding the relationships between single parents/homemakers in training classes and their significant others. This was accomplished by means of a survey distributed to participants in several classes at the ReEntry Center. The results of the survey identified children, boyfriends/girlfriends, mothers, spouses, and friends (in that order) as the relationships most identified as significant other by the 67 respondents. Also mentioned by one to three respondents each were: sister, father, ex-spouse, cousin, mother-in-law, sister-in-law, brother-in-law, and instructor. Survey participants were also asked to indicate what type of support they received from these individuals and whether it was positive or negative. In the five categories identified most often only friends presented fewer negative issues than positive. Qualitative information gathered by staff in round table discussions with ReEntry Center students provided additional insight regarding interaction between students and significant others.

Issues of concern that were identified were: put downs; others' negative attitudes; others' unrealistic attitudes; non-support or negative attitude toward students training/education; guilt regarding children and mothers; not enough time to meet others' needs; and lack of help with chores.

The student discussion groups also gave strong indications that significant others in their lives would not attend support groups. Therefore, the decision was made to focus the groups on the students. Two groups were to be developed. The first would consist of a "captive audience" of students currently in training to be held during scheduled class time. The second group was open to anyone experiencing the change of re-entering education and was held during evening hours.

A topic outline was designed for the groups. The outline was followed pretty closely for the "class time" group and was geared more to the flow of the group in the evening sessions. The basic outline was as follows: 1) types/process of change; 2) identifying significant others and the types of pressures you feel from them; 3) self-awareness/self-esteem; 4) building skills to help cope with the pressures from significant others; and 5) establishing and maintaining social support.

Participants in the "class time" group interacted well but in a fairly structured manner. There was not a lot time provided for open discussion. This group did give a positive response to having participated; however, the co-leaders of the group recommend building in more time for class discussion in future groups.

There were some benefits to the "open group" and some real drawbacks. Benefits included: increased openness; more flexibility on time spent on topics that were most germane to participants; greater rapport with other participants and leaders; and, time to reflect between sessions. Major drawbacks to this format were: sporadic attendance; participants tired; lack of time to cover all topics; and tendency to drift into counseling issues that would have been better served on a one-to-one basis.

Materials developed for this booklet include those used in the support groups and additional materials that were developed to give you more flexibility in structuring your support groups to meet the needs of your group--and to fit with your personal style. You are encouraged to adapt the materials to your needs, as well as trying some of them as designed. Enjoy the process!

PROCESS
OF
CHANGE

TITLE: CHANGE: CATASTROPHE OR CHALLENGE?

GOALS: To have participants increase their understanding of the change process and to utilize critical thinking skills to challenge negative assumptions and to develop positive alternatives in seizing the opportunities found in change.

TIME: 1 1/2 to 2 hours

MATERIALS: Pencils, paper, copies of attached handouts

PREPARATION: Review the lecturette on the process of change--adding your own knowledge and adapting to group with whom you are working. Think about a personal experience of change that you might share with the group. Review the interactive exercises that are included.

DESCRIPTION: The students will utilize the first activity to bring their focus to the changes they are experiencing. The second activity will provide information on the change process that may broaden their perspective of change and help them to better understand their experience. The third activity is designed to encourage critical thinking skills in working through their own change process and consequently to identify barriers, and positive alternatives to overcome them.

ACTIVITY I

Please jot down a few notes about the change(s) you are currently experiencing. This information will be for your use only--you will not be asked to share it. Feel free to be honest with yourself!

What change(s) are you experiencing?

How do you feel about the change(s)?

Who initiated the change(s)?

Do you view the change(s) as a catastrophe or a challenge? Why?

ACTIVITY II

Lecturette: The Process of Change

Change may be perceived as a catastrophe or as a challenge. The focus of the individual experiencing the change may be on the barriers to be met, or on the opportunities for personal growth. Most people vacillate between the two. The source of the change may affect an individual's perception of the change and the level of stress experienced.

Three types of change that may be considered are: change that is self-chosen; change that is caused by an external source; and change that is pending. Change that is self-chosen is the least stressful of the three. The "changer" is less likely to feel out of control, as at least some time and some thought have preceded the initiative to make the change. Change that is caused by a source external to the person may be perceived more negatively and is generally more stressful than the self-chosen change. Most stressful is the pending change. When the decision for change has yet to be made and the person lives in limbo, the stress from the uncertainty can be very painful.

Additionally, changes may be grouped in three kinds of events. First, are life's expected changes. These are termed "marker events." Marker events include starting to school, high school graduation, college, marriage, children, career and children leaving home. A second kind of events are unexpected and may be termed "crisis events." These include divorce, being fired, crippling injury or serious illness, promotion, winning the lottery, re-entering school or work, and the death of a friend or family member. "Non-events" make up a third classification. This occurs when something is expected to happen and does not--such as a promotion that is not given, a marriage that doesn't take place, or a child that is not born.

Understanding that life is change and that some change is predictable and some is not may help in developing better coping skills. Stress tends to increase as people feel a loss of control. Developing a cognitive understanding of the change process will help increase the individual's sense of control of her/his own life.

During the process of change a person may experience many feelings before choosing to engage in behaviors and activities that will make change a challenge and an opportunity for personal growth.

Some common feelings/thoughts:

- numbness
- scattered concentration
- isolation
- denial of facts
- unreality
- powerlessness
- lack of control
- anger
- stress
- sadness
- depression
- why me?

Some positive behaviors/activities:

- letting go
- planning
- new ideas
- develop support
- forgiving others
- introspection/solitude
- develop new worldview
- Who am I NOW?
- live in the NOW

Change brings pain. It takes endings to produce beginnings. Sacrifices are required. The pain from change may be related to people--to significant others. It may be related to economics and the way one lives. The pain may also be related to the comfort one has lost from no longer living in the status quo.

Change may make it necessary to experience a separation from an outgrown image of self. The value system of parents or other significant persons may be left behind in order to determine values appropriate to a new worldview. A period of focus on self may be desirable to enhance self-knowledge and to develop a sense of identity that is autonomous.

The time comes when it is essential to identify fears that preclude personal growth. It may be helpful to know that many people will cling to the comfort and predictability of the known (even when it's harmful) rather than face the fear of the unknown. The courage to overcome fears and to meet the challenge of change is possible. The rewards for exercising this courage are self-confidence, self-respect and the opportunity for a NEW life that is self-designed. Learning to courageously live in the NOW is cause for celebration!

ACTIVITY III

Each of you has a habitual way of thinking and acting based on your beliefs, ideas, and values. Sometimes this habitual way of thinking and acting may limit the possibilities you may pursue and consequently, personal growth. This activity asks you to identify some of your beliefs, ideas, and values and then identify the assumptions that underlie them. You may then want to question whether or not your assumptions are accurate.

Please answer the questions briefly on this paper. After completing the writing and spending a few minutes reflecting on your answers, move to your discussion groups to share and compare your worldview with the views of other group members.

1. What are your beliefs about parenting?
    - the role of the mother?
    - the role of the father?
    - stay at home versus working?
    - tasks to be done?
    - honesty?

    - Where did these beliefs come from?
    - are they accurate for your life today?
    - what are some other ways of thinking about parenting?

- do some of the other participants have ideas and beliefs different from your own about parenting?
- where else could you learn about parenting?

- could new ideas and beliefs about parenting provide some alternatives to you for your current parenting situation?

2. What beliefs do you have about male/female relationships?
   - about marriage?
   - about divorce?
   - about commitment?
   - about honesty?
   - about support for one another?

- about the role of the female in the relationship?
- about the role of the male in the relationship?
- about sharing tasks?
- about working?
- about education?

- about staying in relationships that are abusive?
- about significant others that put you down?

- where did these beliefs come from?
- are they accurate for your life today?
- are they helping you?
- what are some other ways of thinking about relationships?

- do some of the other participants have ideas and beliefs different from your own about male/female relationships?
- where else could you learn about relationships?

- could new ideas and beliefs about relationships provide some alternatives to you for your current relationship situation?

3. What beliefs do you have about setting expectation levels for yourself?
   - are they your own?
   - are they your mother's or father's?
   - are they your friend's?
   - are they reasonable?

- are they based on being female or male?
- do they reflect your current situation?
- are they helpful to you?

- where did these beliefs come from?
- are they accurate for your life today?
- what are some other ways of thinking about expectations?

- do some of the other participants have ideas and beliefs different from your own about setting expectations?
- where else could you learn about setting expectations?

- could new ideas and beliefs about expectations provide some alternatives to you for your current situation?

4. What is my image of myself?
   - where do my beliefs about who I am come from?
   - am I defined by my mother?
   - my father?
   - my boyfriend?
   - my girlfriend?
   - my children?

   - my religious beliefs?
   - my experience?
   - my view of an ideal person?
   - by the medias?
   - by a former spouse?
   - my own independent views?

- are these beliefs accurate for your life today?
- what are some other ways of thinking about self-image?

- do some of the other participants have ideas and beliefs different from your own about self-image?
- where else could you learn about self-image?

- could new ideas and beliefs about self-image provide some alternatives to you for your current situation?

IDENTIFYING SIGNIFICANT OTHERS

TITLE: WORKING TOWARD INDEPENDENCE BY RECOGNIZING SIGNIFICANT OTHERS

GOALS: In order to work toward individual independence and individual honesty, single parent/homemakers must recognize the fact that there is usually a significant other in our lives. Additionally, we need to be able to identify these significant others.

(1) To be able to identify who the significant other(s) are.

(2) To help understand why we consider these individuals as our significant others.

TIME: 30 minutes

MATERIALS: Pencils, copy of exercise

PREPARATION: Review the exercise before using it in class
IT SHOULD BE EMPHASIZED THAT THIS IS A "SAFE" EXERCISE AND THAT INFORMATION TALKED ABOUT SHOULD NOT LEAVE THE ROOM!

DESCRIPTION: The students will use the following exercise to help them identify the significant others in their lives, why these people are significant to them, and then compare/discuss their answers with the group, as appropriate.

A. List the five people you feel are the most important Significant Others in your life at this time.

1.
2.
3.
4.
5.

B. Circle the above person you consider to be the ONE most important Significant Other.

C. Check the reasons you consider this person to be your Significant Other.

____deep emotional love
____feeling of dependency on them
____this person furnished physical or financial needs
____because she/he is the parent of the child(ren)
____because it is expected by others
____afraid to hurt their feelings
____feeling of dependency on you
____other (please be specific)

D. Discuss your answers and compare with the answers of the group (as appropriate and as you want).

Did many individuals have the same person(s) as their significant other? (such as grandmother, parent, friend, boy- or girlfriend?)

TITLE: LIFE STAGES AND SIGNIFICANT OTHERS

GOALS: Many single parent/homemakers families have changed from nuclear or traditional families to extended or individual family units. During these circumstantial changes, and over a period of time, the needs of the single parent/homemaker have also changed.

The goals of this exercise are to--

(1) help recognize the circumstantial changes that brought about the change in WHO the significant other is

(2) help realize that, at some later point in time, that another change may occur that changes the identity of the significant other in our life

TIME: 30 minutes

MATERIALS: Pencils, copies of the attached exercise

PREPARATION: Review the exercise before using it in class

DESCRIPTION: The students will use the following exercise to help them (1) recognize the changes in our lives that helped determine the identity of our Significant Other, (2) to realize that changes may again occur which will bring about a change in the identity of the Significant Other in our life, (3) to bring about an awareness of the events that brought about this change, and (4) to discuss the reasons/circumstances of their answers, as appropriate.

A. List the person(s) who were your Significant Other at these different ages.

1. Age 10 — Person(s)
   Why?

2. Age 18 — Person(s)
   Why?

3. Age 25 — Person(s)
   Why?

4. Age 40 — Person(s)
   Why?

5. Age 55 — Person(s)
   Why?

6. Whatever age you are now. — Person(s)
   Why?

B. If the individual(s) who is now your most important Significant Other has changed, discuss either individually or with the group what events brought about this change.

C. Do you look for the person who is your Significant Other to change to another person in the near future? What about in the more-distant future?

D. Discuss the reasons/circumstances that you feel may bring about this change (if you feel there will be a change).

TITLE:	RECOGNIZING THE PRESSURES FROM THE SIGNIFICANT OTHERS IN OUR LIVES
GOALS:	The Significant Other in our lives affects our behavior, everyday living, and often many minor and major decisions we make. In order for the single parent/homemaker to work toward independence in decision making, either individually or within some type of family or group unit, we must first recognize the type and amount of pressure that is felt from the Significant Other and then develop individual methods to successfully integrate the decision-making process into our daily lives. (1) To recognize the types of pressures you feel from the Significant Other in your life. (2) To recognize the types of pressures you add to the life of your Significant Other
TIME:	5 minutes for check lists 25 minutes for discussion and comparison of items
MATERIALS:	Pencils, copies of the attached exercise
PREPARATION:	Review the exercise before using it in class
DESCRIPTION:	The students will use the following exercise to (1) help them recognize various pressures they feel from Significant Others in their lives, (2) help them recognize various pressures they add to the life of their Significant Other, (3) discuss the realistic aspect of each item checked, and (4) compare checked items among the group.

A. Check the various types of pressures that you feel from the Significant Other in your life.

____to work outside the home
____to work within the home
____to provide financial support
____to provide emotional support
____to provide transportation
____to provide food, shelter, health and/or safety needs
____to "look" or "dress" a certain way
____to "act" a certain way
____unrealistic jealously
____fear of abuse or neglect
____to be accessible for sexual encounters/performance
____fear of mistreatment of children
____inability to make your own decisions
____fear of ridicule for your thoughts or actions
____to provide "constant companionship"
____to be available to help with homework
____to take care of an ill, aged or dying family member
____other

B. Check the various types of pressures you feel YOU may add to the life of your Significant Other.

____to work outside the home
____to work within the home
____to provide financial support
____to provide emotional support
____to provide transportation
____to provide food, shelter, health and/or safety needs
____to "look" or "dress" a certain way
____to "act" a certain way
____unrealistic jealously
____fear of abuse or neglect
____to be accessible for sexual encounters/performance
____fear of mistreatment of children
____inability to make own decisions
____fear of ridicule for own thoughts or questions
____to provide "constant companionship"
____to take care of an ill, aged or dying family member
____other

C. Discuss the realistic aspect of each of the items you have checked.

D. Compare these with the items others in the group have checked. Are many of them the same?

EXAMINING
OURSELVES

TITLE: ROLE DROP

GOALS: To understand the importance of the roles we play and how we prioritize those roles.

TIME: 1 - 2 hours

MATERIALS: Pens/pencils and paper (each piece of paper divided into five sections - each student will have five pieces of paper)

PREPARATION: Review attached set of questions.

DESCRIPTION: Students will respond to the facilitators questions regarding the roles played in the participants' lives. The students will develop a list of roles which they play. From this list, the student will choose the five most important roles. The students will be asked to give up their roles in order of importance by throwing them into the center of the circle. With each role they "drop" the facilitator will ask the student to tell how he/she feels about "dropping" that role. Each student will verbalize their feelings about "dropping" the roles of their lives.

1. Are students able to identify the roles in their lives?

2. Are students able to understand the importance of the roles played in their lives?

3. Can students identify which roles are easier to let go of and which roles are extremely difficult to release?

4. Do students understand how transitions and decisions are impacted by the roles we play?

NOTE: This also serves as a Values Clarification exercise.

TITLE: RECOGNIZING THE EFFECT PRESSURES FROM SIGNIFICANT OTHERS HAS ON OUR DECISION-MAKING PROCESS

GOALS: This activity is set up to

(1) help individuals recognize the effect pressures from Significant Others have on their decision-making process

(2) help individuals recognize types of decisions that are made with Significant Others in mind

TIME: 30 minutes

MATERIALS: Pencils, copies of the attached exercise

PREPARATION: Review the exercise before using it in class

DESCRIPTION: The students will use the following exercise to (1) help them recognize the effect pressures from Significant Others have on their decision-making processes, (2) help determine if certain decisions were made totally by self or inclusive of pressures from Significant Others, (3) determine HOW Significant Others influenced the decisions, and to what extent, (4) discuss whether or not the same decision would have been made without the pressure from the Significant Other, and (5) what would have happened if the individual had ignored the pressure and made his/her own decision.

This activity is set up to help individuals recognize the effect pressures from Significant Others has on their decision-making process.

A. 1. List the three most important decisions you have made within the last month.

Decision 1:

Decision 2:

Decision 3:

2. Were these decisions made totally by yourself or inclusive of pressures from your Significant Other(s)?

3. If your Significant Other influenced your decisions, how? To what extent?

4. If you had made your decision without the pressure from the Significant Other, would you have made the same decision?

5. What would have happened if you had ignored the pressure from your Significant Other in making your decision?

TITLE: CHANGE AND ME

GOALS: How we view ourselves impacts the decisions we make in our lives. The goals of this exercise are to help students identify how they see themselves and lead students to realization that our perceptions of ourselves greatly affects the decisions we make from the minor decisions to the life changing decisions.

TIME: 20 minutes for writing
30-45 minutes for discussion

MATERIALS: Students need to be told prior to this exercise to bring pictures of themselves from childhood and from present.

PREPARATION: Review the attached questions to lead discussion.

DESCRIPTION: Students will view pictures of themselves and answer questions concerning what can be changed and what cannot be changed. Exercise will focus more on the unseen than the obvious.

Are students able to define their perceptions of themselves and see that perceptions are changeable and can positively affect their lives.

CHANGE AND ME

Spend about 20 minutes answering the following questions. Think realistically and honestly about how you perceive yourself and how your self-perception affects your decision making ability.

1. View the picture(s) of you. What can you change? What can you not change? Think of yourself in terms of who you are physically, emotionally and spiritually.

2. What do you want to remain the same? What do you want to change? Again, think in terms of who you are physically, emotionally and spiritually?

3. What perceptions do you have of yourself (abilities, accomplishements, and self-esteem for example)? Are you content with your perceptions of yourself?

4. Is it possible to view yourself differently? Why or why not?

5. What conditions do you place on yourself (If I was smart, I'd...., If I was pretty, I...., If I didn't have children, I'd...., If I hadn't gotten divorced..., If I had been raised differently...)?

NOTE TO FACILITATOR:

After the students have responded to these questions, break them into groups of three to discuss their responses as they feel comfortable. Please remind them that if they are not comfortable sharing some parts of themselves, that is acceptable but do encourage them to share something of what they have written that may be more comfortable for them. They probably will discover that they share many of the same perceptions of themselves.

After the groups have met (no more than 15 minutes) bring the whole group together to discuss what they have "discovered."

The close of this exercise should emphasize "a decision to view myself differently." The facilitator will ask each class member to make a list of ten positive traits the student sees in her/himself based on the decision to "view myself differently."

TITLE: TIME WARP

GOALS: To make students aware of the sources of their self-perceptions and how these often limit their choices in life.

TIME: 50 minutes

MATERIALS: Work sheets

PREPARATION: Review the exercise before using it in class.

DESCRIPTION: Science fiction fans know what a time warp is. The people involved are suddenly thrust either back in time or forward into the future. Either way, an unfamiliar time period is a strange and rather puzzling place to be.

We still encounter values that may seem almost alien because they appear to belong to another time . . . almost another world in the past. Likewise, what the future holds may seem equally strange when compared with today.

In this activity ask the class to break into small groups and discuss the following eleven questions. Ask someone in each group to serve as a recorder and write down the major points of the group discussion to share with the total class when it reconvenes.

Be sure every student participates in the discussion. Many of the discussion questions could be used as topics for written assignments as well. Evaluate responses based on realism and thoroughness.

As an additional activity, hand out a wife/husband role check sheet to each student. Lead a class discussion after completing the assignment. Are the students' responses realistic? If not, are they aware that they may have difficulties due to these expectations?

Adapted from: Harden, N.N. (1982). Choosing What's Best for You.
Albuquerque, NM: University of New Mexico.

TIME WARP

1. List the ways in which your attitudes and values are different or the same as people who are 50 years old.
2. Try to reconstruct the world in which your parents were young.
3. What experiences did they have that you have not had?
4. What expectations were placed on your father as a young man simply because he was a male? On your mother because she was female?
5. Were there career choices closed to either of them because of their sex?
6. What experiences have you had that were unknown to your grandparents? Your parents?
7. What are the sources of your perceptions of yourself and how you can plan for your future? Do you feel that you have broader choices than your parents had? Are there still attitudes that exist that you feel limit some of your choices?
8. Have you placed some self-imposed limitations of choice upon yourself--not just because of other people's perceptions, but also by your own view of yourself and what you can (and cannot) do with your life?
9. Look ahead to the changed world in which your children will be growing up. How do you think it will be different from your world?
10. Do you think your children will be freer to make their own career and life-style choices than you have been? Why?
11. How will your children's values emerge and differ from your own? Is a "generation gap" inevitable? Are there ways that you can make things easier for your children in terms of their self-image and freedom of choice in vocations? Explain.

ROLE CHECK

For the following exercise, review the roles or responsibilities listed and check the person you would expect to assume each of the roles if you should marry.

ROLE	WIFE	HUSBAND	BOTH
Earning a living	____	____	____
Cleaning the house	____	____	____
Gardening/mowing the lawn	____	____	____
Changing diapers/feeding	____	____	____
Shopping for groceries	____	____	____
Fixing meals	____	____	____
Paying bills	____	____	____
Disciplining the children	____	____	____
Making final decisions regarding family	____	____	____
Maintenance of car	____	____	____
Carrying out trash	____	____	____
Buying children's clothes	____	____	____
Taking children to Dr., activities, etc.	____	____	____
Making vacation plans	____	____	____
Providing love counseling to children	____	____	____

How do your expectations differ from those of your parents? Of some of your friends?

TITLE: THE GENDER DIFFERENCE IN COMMUNICATIONS

GOALS: To discuss sex bias as it affects communications.

TIME: 15 Minutes

MATERIALS: Questionnaire forms and pencils.

PREPARATION: Review the exercise before using it in class

DESCRIPTION: Ask students to complete the Gender Communication Quiz. Have the class, as a group, go over the answers. (Teacher gives out answers.)

Adapted from: Chandler, Pamela and Pennington, Vearl. Sexism. Montgomery County Community Education Program, Office of Vocational Education, Kentucky Department of Education, 1986.

GENDER COMMUNICATIONS QUIZ

How much do you know about how men and women communicate with one another? The 20 items in this questionnaire are based on research conducted in classrooms, private homes, businesses, offices, hospitals--the places where people commonly work and socialize. If you think a statement is generally an accurate description of female and male communication patterns, mark it true. If you think it's not an accurate description, mark it false.

		TRUE	FALSE
1.	Men talk more than women.	( )	( )
2.	Men are more likely to interrupt women than they are to interrupt other men.	( )	( )
3.	There are approximately ten times as many sexual terms for males as for females in the English language.	( )	( )
4.	During conversations, women spend more time gazing at their partner than men do.	( )	( )
5.	Nonverbal messages carry more weight than verbal messages.	( )	( )
6.	Female managers communicate with more emotional openness and drama than male managers.	( )	( )
7.	Men not only control the content of conversations, they also work harder in keeping conversations going.	( )	( )
8.	When people hear generic words such as "mankind", "he," they respond inclusively, indicating that the terms apply to both sexes.	( )	( )
9.	Women are more likely to touch others than men are.	( )	( )
10.	In classroom communications, male students receive more reprimands and criticism than female students.	( )	( )

11. Women are more likely than men to disclose information on intimate personal concerns. ( ) ( )

12. Female speakers are more animated in their conversational style than are male speakers. ( ) ( )

13. Women use less personal space than men. ( ) ( )

14. When a male speaks, he is listened to more carefully than a female speaker, even when she makes the identical presentation. ( ) ( )

15. In general, women speak in a more tentative style than do men. ( ) ( )

16. Women are more likely to answer questions that are not addressed to them. ( ) ( )

17. There is widespread sex segregation in schools and it hinders effective classroom communication. ( ) ( )

18. Female managers are seen by both male and female subordinates as better communicators than male managers. ( ) ( )

19. In classroom communications, teachers are more likely to give verbal praise to females than to male students. ( ) ( )

20. In general, men smile more often than women. ( ) ( )

ANSWERS TO GENDER COMMUNICATIONS QUIZ

1. True
2. True
3. False
4. True
5. True
6. False
7. False
8. False
9. False
10. True
11. True
12. True
13. True
14. True
15. True
16. False
17. True
18. True
19. False
20. False

Scoring

18 to 20 Correct: Professor Henry Higgins has nothing on you. You are very perceptive about human communication and subtle sex differences and similarities. For you, perhaps the most important questions is: Do you act on what you know? Are you able to transform your knowledge into behavior that will enhance communications for yourself and for those around you?

16 to 17 Correct: You're not ready to move into the professor's seat, but you can move to the head of the class. You know a good deal about communications and the gender gap. Continue to watch closely, read about the topic, trust your instincts, and act on your knowledge.

13 to 15 Correct: Like most people, you've picked up some information about how people communicate--but you're missing a lot too. The next time you're in a social situation, step out of the communications flow and watch people closely. Listen to more than words. Watch who talks, how they speak, and how much. Observe those who don't talk at all; silence also carries a message. Look at people's facial expressions, their gestures and how they move about in the space around them. As you know, nonverbal messages can tell you a lot about the conversational gender gap, about power, about who has it and who doesn't.

Fewer than 13 Correct: You've missed more than your fair share of these questions. You also may be missing important verbal and nonverbal cues about your own behavior and how to communicate effectively. Reread this quiz more carefully. Stop, look and listen when you're with a group of people. Analyze the flow of communication. Remember you may miss your personal and professional goal if you also miss key verbal cues about conversational posing, politics, and the gender gap.

TITLE: STRENGTHS I SEE, STRENTGHS OTHERS SEE

GOAL: To allow the class members to affirm one another in writing.

TIME: 20 minutes - one hour

MATERIALS: Marking pens, large sheets of newsprint paper, masking tape

PREPARATION: None

DESCRIPTION: This activity is to be done during the last class session. Each student is given a piece of newsprint (with the student's name on top) and draws a line down the middle of the paper lengthwise. On one side of the paper is written, strenths I see and on the other side, strengths others see. The student will list positive adjectives that describe him/herself. The students then hang the newsprint on the wall and students will list on others newsprint the strengths they have seen in their classmates.

TITLE:	VALUES VOTING ON SEX-ROLE STEREOTYPING
GOALS:	To give students a chance to consider how they feel about sex roles and to express their feelings and attitudes.
TIME:	45-50 Minutes
MATERIALS:	53-question Handout "How Many of You:"
PREPARATION:	Review the exercise before using it in class.
DESCRIPTION:	Explain to participants that "Values Voting of Sex-Role Stereotyping" will give them a chance to consider how they feel about sex roles and to express their feelings and attitudes. After they have had a chance to look over the questions, read each question and ask them to vote in the following way: If they agree with the statement, they raise their hands. If they disagree, they are to point their thumbs down. If they do not have an opinion on the statement, or do not wish to express their opinion, they fold their arms. Encourage participants to vote according to their own beliefs and not according to how their peers may vote. Read each question to the group and ask participants to vote. When asking "values voting" questions, you may simply request that the participants indicate their answers with the appropriate signs, or you may ask selected individuals to explain the reasons for their vote. In either case, it is your role to encourage, but never force, individuals to express their opinions. During this activity the leader must remain nonjudgemental in order for students to honestly express their values and observe how their values compare to the values of other students. This could be done with closed voting tabulations and discussion with adolescents who are hesitant to share their values in a group format. Keep a tally of how many females and males agreed or disagreed with each question and note any trends that appear. Use this assessment of the group to plan future activities. You may want to stop after various questions and discuss the participants' responses. Ask the participants to consider why they feel the way they do and to analyze the implications and/or consequences of their attitudes? Let the participants lead their own discussion groups with pro and con sides leading independent discussions.

Adapted from: Sadker, D. (1980). Being a Man. (Stock No. 071-080-01777-6). Washington DC: U.S. Government Printing Office.

HOW MANY OF YOU:

1. Think that participating in sports is more important for boys than girls?
2. Think the father should be the "boss" of the household and should have the final word when family disputes occur?
3. Would want to be friends with a boy who is a ballet dancer?
4. Think it's important for men to be emotionally stronger and tougher than women?
5. Think a woman could handle being a principal of a school?
6. Think it's all right for your father to stay home as a homemaker if that's what he wants to do?
7. Approve of having boys on your school's cheerleading team?
8. Think only females should change a baby's diaper?
9. Would like to see more men teaching in elementary school?
10. Would not like it if you saw a female business executive dictating a letter to a male secretary?
11. Think men usually die younger than women?
12. Think it would be more fair if a wife shared the burden of earning money for the family along with her husband?
13. Think women make better elementary school teachers than men because they are more patient with children?
14. Think a woman will never be truly satisfied unless she has been a wife and mother?
15. Think a woman's place is in the home?
16. Think men don't like to work for women bosses?
17. Think women don't like to work for women bosses?
18. Think it's all right for a girl to ask a boy out for a date?
19. Think a boy wouldn't like to go out with a girl who is smarter than he is?

20. Think that the contributions of women as well as men should be identified in textbooks?

21. Think fathers should work less in order to spend more time with their children?

22. Would vote for the Equal Rights Amendment?

23. Have ever changed a flat tire?

24. Have ever mended torn clothing?

25. Have ever cooked dinner?

26. Think women are worse drivers than men?

27. Think the boy should pay when a boy and girl go out for a date?

28. Think men should open doors for women?

29. Would think less of a man if you saw him knitting?

30. Think that being a boss makes a woman less feminine?

31. Think men who have working wives should help around the house?

32. Don't like to call a woman "Ms."?

33. Think a woman should take her husbands's last name when they get married?

34. Plan on working outside the home after you finish school?

35. Would worry if a woman mechanic was scheduled to fix your car?

36. Think women have trouble telling jokes?

37. Would participate in a march or demonstration for women's rights?

38. Have ever participated in a march or demonstration for women's rights?

39. Think men need to be liberated too?

40. Think men and women should be paid equal wages for equal work?

41. Would be offended if your date opened doors for you?

42. Have ever wished that you had been born a member of the other sex?

43. Think men dislike highly intelligent women?

44. Have ever belonged to a club that is for boys only or for girls only?

45. Think, if a choice must be made, it is more important for a boy to get a college education than for a girl?

46. Think girls are more emotional than boys?

47. Think boys should not hit girls, no matter what?

48. Think it's all right for boys to use rough language sometimes, but that it's never permissible for girls to use rough language?

49. Think athletics are more important for boys than for girls?

50. Think it's more acceptable for a boy to fight than for a girl?

51. Think it's more acceptable for a boy or man to be ambitious than it is for a girl or woman?

52. Think there have been fewer great women writers, artists, musicians, and scientists because, on the whole, women have less creative and intellectual ability than men?

53. Think a man's main responsibility is to support his family.

BUILDING SKILLS TO HELP COPE WITH PRESSURES FROM SIGNIFICANT OTHERS

TITLE: CONFLICT RESOLUTION

GOALS: To provide a process to reduce/resolve conflict situations as they arise

TIME: 1 to 1 1/2 hours

MATERIALS: Handouts, pencils

PREPARATION: Facilitator will hand out the steps to conflict resolution and briefly go over each one.

DESCRIPTION: Facilitator will hand out cards to small groups. The group will read the exercises and work through them -- keeping in mind the 9 step process.

CONFLICT MANAGEMENT

1. Discover and identify the issue.
2. Put your feelings down on paper.
3. Ask yourself the best way to present the problem.
4. Decide ahead of time what you want out of the discussion.
5. Be concise, state the complaint briefly.
6. Listen with an open mind.
7. Use "I" statements, avoid "you" statements.
8. Take time to think and reflect.
9. Make a plan, take action.

Adapted from: Materials developed by Patricia Borne, Northern Kentucky University, 1990.

CONFLICT SITUATIONS

1. During your first day on a new job, one of your children gets sick. What do you do?

2. Everytime you have an assignment that requires some work at home, your spouse always suggests that you go out and do something, complaining that you never have time anymore. What do you do?

3. Your family and friends say that they support you in (going to school) (working outside the home), however, they expect that you have everything done like before and time available for them on demand. What do you do?

4. You feel guilty because you have not been able to spend as much time with your family as you would like. What do you do?

5. Your children are experiencing difficulty in school. They tell you that you never help them with their homework anymore and your spouse complains that the laundry isn't done, the meals aren't like they use to be and that it would be better if you stayed home. What do you do?

TITLE: DEVELOPING PERSONAL RELATIONSHIPS

GOALS: To share differing values and orientations

TIME: Approximately 1 to 1 1/2 hours

MATERIALS: Handout, pencils

PREPARATION: Facilitator explains the goals of the activity and provides a brief lecture on the formation of values, beliefs, attitudes and perceptions.

The following ideas may be explored:

1. Identical events have different meanings and different impact for different people.
2. People seem to attach different degrees of importance and significance to events and eras.

DESCRIPTION: The participants are instructed to record their thoughts and the implications of their learnings to back home situations.

PERSONAL RELATIONSHIPS HANDOUT

HOME: VALUE____

BELIEF____

ATTITUDE____

PERCEPTION____

How does that affect me now?

How does it affect my interactions with others?

TITLE: CONFLICT EXPECTATION OF SELF AND OTHERS

GOALS: To provide a realistic expectation of self and the various roles we assume. To reduce conflict through awareness.

TIME: 1 1/2 to 2 hours

MATERIALS: Paper, pencils

PREPARATION: Review the exercise before using it in class

DESCRIPTION: Facilitator will briefly mention differing roles that we are expected to assume and give examples such as: homemaker, parent spouse, worker, etc. Ask each participant to take one category, example: homemaker and list as many activities as they can think of in just that category:

meal planning
grocery shopping
dish washing
making beds
phone calls, etc.

When lists are completed, continue the activity using Significant Other and Parent/Worker categories. At the end of the activity, discuss how the demand of these many activities could create conflict and do a class discussion on ways to reduce that conflict.

TITLE: CONFLICT RESOLUTION/IDENTIFYING FEELINGS

GOALS: To provide a better understanding of feelings in any conflict situation

TIME: 45 minutes to 1 hour

MATERIALS: Pencils and Conflict situations

PREPARATION: Facilitator will provide a conflict situation and ask the participant to write down how they feel. They are then asked to role play the situation assuming the role of the reverse of their feelings and to express themselves verbally.

DESCRIPTION: Students will use the following exercise to develop a better understanding of feelings and issues in any conflict situation.

EXERCISE I

You have recently decided to go back to school on a part-time basis. It was necessary that you continue your part-time job as well. Before returning to school, you discussed this with your spouse and children. They gave you their full support and offered to help saying they were very proud of you.

Recently, you have noticed that everytime you sit down to study someone interrupts, demanding your attention. Your spouse complains that you are always tired, and the children seem to be more demanding than ever. Last night you lost your temper when asked what's for dinner? You feel guilty and let down.

* Identify other ways that you feel, and then put yourself in the place of your significant others and identify how you think they feel.

EXERCISE II

CONFLICT RESOLUTION

Opposite Behavior: Participants are asked to try to experience the reverse of their feelings and to express themselves verbally.

TITLE: Building better communication skills by understanding our significant others and the power they hold in our lives.

GOALS: The power structure in any system means that where the power is, is where the decsisions are made. This exercise will help students identify the power structure in their lives. From identification, students will assess their needs and match those needs with the power structure. Students will then learn adequate communication skills to aid them in controlling their lives.

TIME: 1-1 1/2 hours

MATERIALS: Pen or pencils and copies of attached exercise

PREPARATION: Prepare teaching segment using the attached outline.

DESCRIPTION: Students will draw on the exercise sheet their perception of the power structure in their lives. They are to give to each person in their life a circle within the large circle. The size of the circle will represent the amount of power each person holds. From the drawings, discussion will be centered around "who holds the power" and how students can regain personal power and/or manage their personal power through the development of communication skills.

1. Do students understand the power structure in their lives?
2. Do students understand how the power structure came to be as it is?
3. Have students been presented with effective communication skills to help them in coping with the significant others in their lives.

Outline for "Who Holds The Power" Exercise

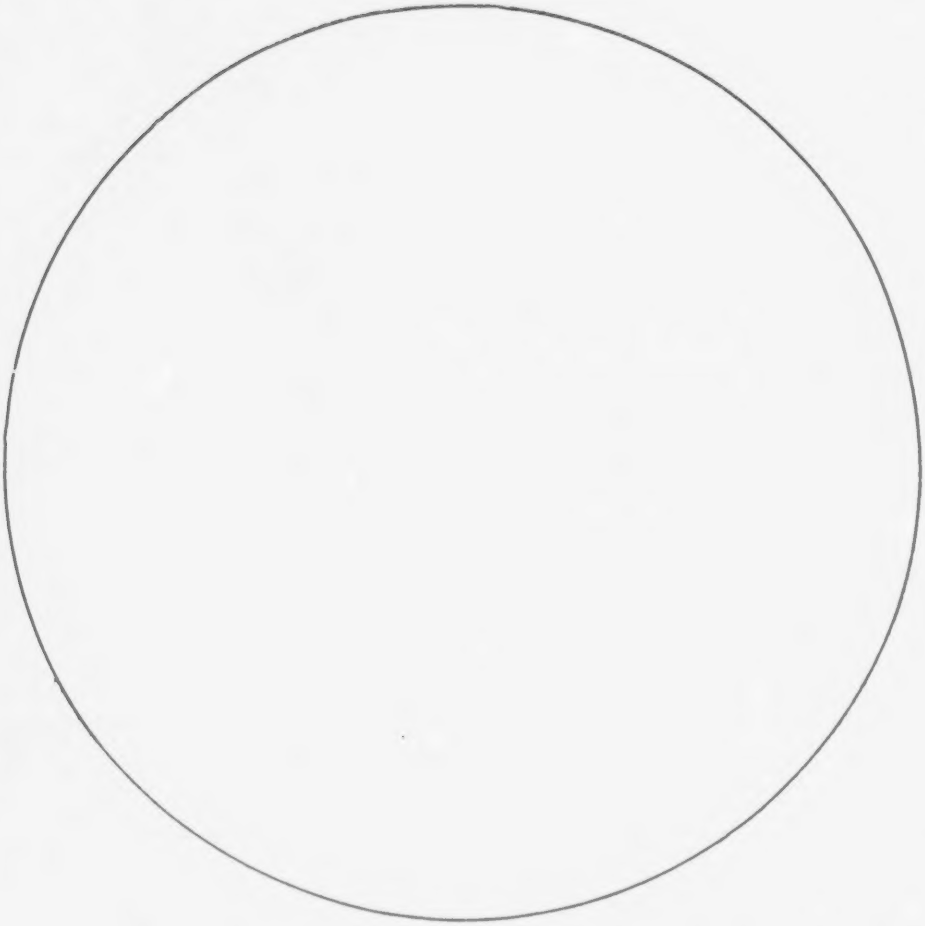
I. Communication
  a. Styles of communication in family of origin
  b. Styles of communication in current family system
  c. Your personal communication style
  d. What works/what doesn't work

II. Power
  a. Who held the power in your family of origin
  b. Who holds the power in current family system
  c. Decision makers in your life
    1. emotional strings
    2. financial strings
  d. Who controls your life

III. Boundaries
  a. Family of origin
  b. Current family
  c. What's appropriate/what's not

IV. The overall picture
  a. What can remain the same
  b. What needs to change

FAMILY OF ORIGIN



CURRENT FAMILY

TITLE:	ASSERTIVENESS
GOAL:	To familarize students with appropriate and inappropriate communication styles and to provide students with skills toward better communication through assertive behavior.
TIME:	6 Hours
MATERIAL:	Handouts, Pencils
PREPARATION:	Review the exercise before using it in class
DESCRIPTION:	Specific exercises are found following this page. All six exercises may be used when time permits. Exercises III, V and VI may be modified to shorten time frames. Exercise IV may be omitted. It is suggested that Exercises I and II be covered thoroughly.

EXERCISE I

Assertiveness - What is it?

Assertiveness is honest, balanced communication

- consider feelings of self and other
- takes responsibility for requests and for feelings
- makes behavior goal oriented (do not invade another person's rights)
- communicates respect for person, but not necessarily for behavior
- uses "I" statements
    - I think
    - I feel
    - I want

good eye contact, good posture, good timing, facial expression matches message, listening

What are some other ways of behaving?

Active Aggressive behavior is one-sided -- seeks to meet needs of one person while violating another person's rights

- may be goal oriented, but at the expense of another person
- attacks person rather than behavior
- aggressor may feel righteous at the time of behavio and guilty later, while the victim may feel humiliated and hurt
- uses blame and sarcasm
- makes "you" rather than "I" statements
- may use put-downs

dominating gestures (intrudes into other's space), condescending eye contact, sarcastic or loud tone of voice

Passive Aggressive behavior is one-sided -- expresses feelings in indirect or camouflaged manner

- does not express feelings directly
- may seem agreeable, but causes trouble later
- may use cruel humor
- may demean other's feelings or needs
- manipulates others through knowledge of other's weaknesses

facial expression does not match feeling, may avert direct eye contact, tight facial muscles

Exercise I (con't)

Non-Assertiveness Behavior is emotionally dishonest, indirect, self-denying

- not goal oriented
- suffers in silence - may explode later
- fear of hurting others
- fear of risks
- assumes others know what you want and will take care of you
- stores up negative feelings
- sends double messages

poor eye contact, nervous gestures, slouched posture, weak or pleading voice, over apologize

The four types of behavior described above are choices of behavior that are available to you. Which behavior do you see yourself exhibiting most frequently now?

Give examples of your behavior, if appropriate, in each of the following behavior types.

Assertive

Active Aggressive

Passive Aggressive

Non-Assertive

EXERCISE II
(Time: 15 to 30 minutes)

ASSERTIVE RIGHTS

Assertive Right I

You have the right and responsibility to control your own life.

Assertive Right II

You have the right to honestly express your feelings, beliefs and opinions.

Assertive Right III

You have the right to make and refuse requests without feeling guilty.

Assertive Right IV

You have the right to express your needs to another person.

Assertive Right V

You have the right to change your mind.

Assertive Right VI

You have the right to be treated with respect as a unique person.

Assertive Right VII

You have the right to not qualify your response or decision.

Assertive Right VIII

You have the right to be human and not to be liked by everyone.

Assertive Right IX

You have the right to choose not to serve the needs of another person at any given time.

Assertive Right X, XI, XII

____

____

____

Can you and your group add some additional assertive rights?

These are your rights -- and the rights of others. Stand up for your rights and respect the rights of others!

EXERCISE III
(Time: Up to 2 hours)

Identifying Problem Areas

Most people find they are able to behave assertively in some areas of life but have difficulty in other areas. Please look at the following list and mark those areas that cause you difficulty. Go back and circle the three items that cause you the most difficulty.

_____Accept a compliment from a woman
_____Accept a compliment from a man
_____Give a compliment to a woman
_____Give a compliment to a man
_____Request a favor of a family member
_____Request a favor of a friend
_____Request a favor of a stranger
_____Refuse a request from a family member
_____Refuse a request from a friend
_____Refuse a request from a stranger
_____Apologize when appropriate
_____Accept an apology
_____Express fear or anxiety
_____Refuse a date
_____Initiate request for a date
_____Express negative feelings to someone that you care about
_____Express negative feelings to a co-worker (or class member)
_____Ask for clarification when you don't understand what is being said
_____Apply for a job
_____Refuse to buy product or service from a salesperson
_____Tell your boss you cannot work late
_____Ask for help when your workload (at home or in the workplace) is too great to handle
_____Ask a person who is bothering you in a public place to stop
_____Express your opinions/feelings in a group
_____Express affection to others
_____Express anger
_____Beginning conversations with strangers

When you have circled the three most difficult areas, move into smaller groups of three or four persons. Discuss your areas of difficulty with the group. If someone else in the group handles one of your areas of difficulty with ease, ask that person to share with you the manner in which he/she does so. Offer to do the same for anyone in your group that has difficulty in areas that you do not.

Think about why you may have difficulty in particular areas. Are you standing up for your rights? Are you aware of the other's rights? Would assertive behavior improve the situation?

EXERCISE IV

Practice Areas for Assertive Behavior

The following are some specific situations in which you might practice assertive behaviors. Look at each situation and respond to it in four ways. First respond with non-assertive behavior and follow with an active agressive and a passive agressive response. Complete each practice situation with an assertive response. Find a partner to do the exercise with you. Ask for feedback from your partner after each situation. How did the other person feel after each response? How did you feel?

Change partners and be a listener if you were the person performing the task the first time.

1. Standing up for your rights.

You have decided to return to school. In order for you to do this, you must have help from your significant other (help with child care, transportation, financial help, etc.). Your significant other is not willing to help you because he/she is threatened by your decision.

Respond:

2. Accepting a compliment.

You have just completed a highly technical project for your instructor for your final grade. Your instructor responds, "You did an excellent job on your final project. I am very impressed with your work."

Respond:

3. Selling yourself in a job interview.

The interviewer has talked with your for 20 minutes and says, "We have a lot of applicants for this job who are equally qualified. Why should I choose you?"

Respond:

Exercise IV (con't)

4. Initiating conversation with a stranger. You have just entered a room with 12 strangers in it, who, like you have come to attend a three-day workshop. No one starts a conversation with you or even greets you.

   Respond:

5. Refusing a reasonable request. A representative of a well-known charitable organization phones you and asks that you solicit for funds on your street. You have solicited for this organization and two others for the past five years. You do not wish to do so this time.

   Respond:

EXERCISE V

Role Playing To Improve Assertiveness

Select a problem area that you identified in Exercise III. List that problem here.

Problem:

Answer the following questions regarding that problem:

1. What are my rights in this situation?

2. What are the other person's rights in this situation?

3. What result do I want?

4. What feelings have kept me from behaving assertively in this situation before?

5. What personal body language do I want to be aware of in role playing this situation?

6. What is the most effective way I can state my assertive response?

This exercise works well in groups of three. One person uses assertive behavior to positively solve that individual's identified problem. The second person plays whatever role is necessary to provide a response to the problem solver. The third person acts as an observer to provide feedback.

The three persons switch roles until everyone feels more comfortable in dealing with the problems. If time permits, each person may select a second troublesome area. Participants can help each other by identifying behaviors that are not assertive during the role play.

Questions to answer after the role play:

1. Did I get the result I wanted?

2. Did I maintain my rights?

3. Did I respect the other person's rights?

4. How did I feel?

5. Was my body language appropriate?

6. Was my assertive response effective?

EXERCISE VI

The Advantages of Assertive Behavior

Think about the exercises you have completed. Using the following headings, write down some reasons that you feel the assertive behavior was helpful.

How I felt	Results	How Other Person Felt

Were there any disadvantages?

How I felt	Results	How Other Person Felt

Discuss your view of the advantages and disadvantages with the groups. Do the advantages outweigh the disadvantages? If the answer is yes, you have started a lifelong process of learning to be more assertive.

TITLE: IDENTIFYING ALTERNATE PROBLEM-SOLVING TECHNIQUES

GOALS: This activity is set up to help individuals

(1) recognize important decisions they have made

(2) identify people that would be affected by decisions they make

(3) recognize alternate solutions to problems they face

(4) become more aware of ways/methods of seeking assistance

(5) deal with the consequences of decisions they make

TIME: 10 minutes to fill in answers to questions
20 minutes (minimum) for discussion

MATERIALS: Pencils, copy of exercise
An information sheet from your area that lists various sources of information would be helpful to your class.

PREPARATION:
(1) (Optional) preparation of information/assistance sheet
(2) Review the following exercise before using it in class

DESCRIPTION: The students will use the exercise to help them recognize alternate problem-solving techniques in their decision-making process.

This activity is set up to help individuals recognize alternate problem-solving techniques in their decision-making process.

A. 1. List the most important decision you have made in the last six months.

2. Identify all the people that would be affected by your decision.

3. List two ways/methods you used to come to your final decision.

4. Did you discuss alternative solutions?

5. Did you seek assistance in making your decision?

6. Did you write down the pros and cons of each solution?

7. Did you act upon your decision?

8. Have you dealt with the consequences of the decision you made? Were the results good or bad?

9. If you did not have all the information needed to make an appropriate decision, did you first try to gain the information from available sources? Did you make your decision based only on your feelings and/or past experiences?

TITLE:	CHILD REARING QUESTIONNAIRE
GOALS:	To allow participants to assess and increase their knowledge of characteristics of young children and effective child rearing attitudes and behaviors.
TIME:	30-60 minutes (depending on amount of time used for discussion)
MATERIALS:	(1) Child Rearing Questionnaire (may be copied) (2) Answers, explanations, and references (3) Pens or pencils for each participant
PREPARATION:	Facilitator must insure that sufficient copies of the questionnaires are available and should also become familiar with the answers prior to beginning the session.
DESCRIPTION:	The questionnaire consists of 10 true-false questions. It is designed to facilitate discussion about young children and child rearing techniques. While either answer (true or false) may be defensible on many of the items, a "correct" answer, based on research done by child psychologists, is included. Each of the items is designed to allow the facilitator to share a piece of valuable, research-based knowledge but also to help generate more general discussion of issues involving children and child rearing.

CHILD REARING QUESTIONNAIRE

INSTRUCTIONS: Answer each question True or False

1. All infants are pretty much the same. It is the way they are treated by their parents that determines what their behavior will be like.________
2. When alone in a strange, new situation most one year olds will stay very close to their mothers' sides.
____
3. If you pick an infant up every time he cries his rate of crying will increase and he will be spoiled.________
4. The way a child's parents treat her during the time between her third and sixth birthday is the most important factor in determining how competent a person she will become.________
5. Between 1 1/2 and 2 years apart is the best spacing to have between children.________
6. It is usually best to keep toddlers in playpens because they don't have enough "common sense" to avoid dangerous situations.________
7. It is important for a mother to spend at least two hours a day in direct interaction with her young child (e.g., playing, reading to him, etc.).________
8. If your two-year old interrupts your conversation with your husband to show you a toy she has brought, you should ignore her until you finish the conversation.
____
9. If you must choose between being too strict or not strict enough with your preschooler, you should always avoid being too strict.________
10. It is not really necessary to make many maturity demands on a preschooler. They will start to do things on their own when they are developmentally ready.________

ANSWERS/EXPLANATIONS TO CHILD REARING QUESTIONNAIRE

1. False — While it is certainly true that the way children are treated is important, it is not true that all infants are pretty much the same. Infants have been found to differ considerably on various temperamental characteristics including their emotionality, activity, and sociability. In addition researchers Alexander Thomas and Stella Chess have shown that three and four year olds rated as having "difficult" temperaments are significantly more likely than other children to develop emotional or behavioral problems by young adulthood. The main point here is not that "biology is destiny" but that not all babies respond in the same ways to the world around them.

2. False — According to the classic research of psychologist Mary Ainsworth, those one year olds who have developed a "secure" attachment to their mother (and these are the majority) can use their mother as a "secure base for exploration." These infants keep in contact with their mothers by looking at them or calling out to them but they do not "cling" closely to the mothers. Instead, they use mothers as a "base" from which to explore the new environment.

3. False — Researchers who have observed in the homes of infants throughout the first year of the infant's life have found that, all in all, parents who are sensitive and responsive to their babies' signals, including crying, have babies who cry less in future months. Most child psychologists agree that it is not possible to "spoil" an infant--at least during the first year of the baby's life. In addition, it is important to note that this parental sensitivity and responsiveness has also been shown to lead to "secure" attachments to the parents. This kind of attachment relationship is associated with more competent, well-adjusted children in later years.

4. False — The first three years of life appear to be the most important. During the first year the form of the child's initial attachment (secure vs. insecure) is determined. During the next two years his early self concept, along with many kinds of important abilities (e.g. language, reasoning, walking, running, relating to others) are developed. Psychologist Burton White, based on his research with the Harvard Preschool Project, specifically identifies these years as the most important for the development of competent children.

5. False Burton White’s extensive observations in homes of young children leads him to argue strongly that three years (or at least more than two) is the best spacing. This wider spacing reduces sibling rivalry and also allows care givers to give more individual attention to the second child since the first one is soon old enough to spend some time playing with friends and perhaps attending a preschool for at least part of the day.

6. False White and others who have particularly focused on the development of social and intellectual competence in young children have shown that "floor freedom" is an important factor in the development of these characteristics. Parents of these competent children seldom used playpens. Instead, they child-proofed their homes, provided many age-appropriate play materials (not necessarily expensive ones) and gave the child access to them.

7. False White and others have shown that it is not the amount of time parents spend in direct interaction that is important. Parents need to be available to their children; but it is not necessary to force an interaction on them. What *is* important is to be ready to interact with the child when he or she initiates the interaction. The best time to read to the child is when he or she toddles over with the book. These are the times when the child is especially curious, interested, and primed for learning. Good parents take maximum advantage of these "teachable moments." (NOTE: This does not mean that parents should not have parent-initiated interactions with their young children. These sessions are certainly valuable, but the child-initiated ones are particularly important.)

8. False This answer relates to those of #3 and #7 above. White and others have shown that the most important thing parents can do to develop competent children is to be *responsive* to them. You might want to tell the child to wait for a minute so you can close your conversation (thus teaching the child something about good manners) but you should not ignore him or her. Parental responsiveness teaches children that they have the ability to control what happens in their world. It is this sense of control and confidence that results in competent, achievement-oriented children with high self esteem.

9. False In her classic research on competent children, (i.e., those who were energetic, self motivated, achievement oriented and also friendly, cooperative, and self controlled), psychologist Diana Baumrind found that the parents of these children were actually observed to be quite "strict." Strict discipline, in this sense, does *not* refer to discipline that is punitive, arbitrary, or restrictive, but *does* imply firm, consistent application of clearly stated and explained rules. Lax discipline or permissive child rearing implies that the child is able to disobey parents or disregard their rules without experiencing the consequences. It results in children who are immature and "spoiled."

10. False Baumrind also found that the parents of the competent children were the *most* demanding of the three groups she studied. They put considerable pressure on the children to perform up to their abilities intellectually, socially, and emotionally. These demanding and controlling (see question #9) parental behaviors were combined, however, with very clear parent-child communication and high degrees of nurturance, warmth, and involvement directed toward the child. It is this overall *style* of parenting (which Baumrind called Authoritative) that was associated with development of intellectual, social, and emotional competence in young children and teens.

REFERENCES FOR CHILD REARING QUESTIONNAIRE

To read more about the answers to the questionnaire and the topics of child development and child rearing in general, the following two sources are suggested:

(1) Bee, Helen L. (1984), The Developing Child, (5th Edition). New York: Harper and Row. - This book is an easy-to-read, entry-level text in child psychology. Most of the research referred to in the answers is described in more detail in this source. (e.g. Ainsworth, Thomas and Chess, Baumrind)

(2) White, Burton L. (1985), The First Three Years of Life (Revised Edition), Englewood Cliffs, N.J.: Prentice Hall. - White has written this book for parents based on his research at the Harvard University Preschool Project. Many of his findings about raising competent children are described in this fairly-readable book.

TITLE: TIME MANAGEMENT THROUGH PRIORITIZATION AND SHARING OF TASKS

GOALS: To have participants enhance their time management through distributing household tasks among all persons living in the home.

TIME: 1 hour to 1 1/2 hours

MATERIALS: Paper, pencil, handout: "Schedule for Family Tasks"

PREPARATION: Review materials

DESCRIPTION: Facilitator will present lecturette on need for restructuring time. Participants will be asked to list tasks for which they are responsible. The list will then be arranged as tasks are prioritized. Discussion should follow in small groups. Focus should be on the following: 1) could some tasks be done less frequently; 2) could some tasks be eliminated; 3) could some tasks be performed by other household members; 4) could some tasks be done using less energy and less time. Participants should modify their lists as appropriate.

Using the modified/revised list each participant will complete a trial schedule (see handout). The schedule is designed for four household members but may be adapted for any number.

Tasks should be assigned equitably according to ability and other responsibilities of all household members. Each participant may substitute tasks more appropriate to the household in which they live. The schedule is most effective when tasks are rotated on a monthly basis.

Children are not likely to volunteer to structure and accomplish tasks on their own because a parent has new responsibilities. Most children will respond to fairly distributed tasks when asked to do so in a spirit of cooperation. Penalties, such as lost privileges, may be assigned when tasks are not completed as assigned.

SAMPLE

Exercise I

TASKS

NAME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
Participant	day off	do dishes	prepare dinner	grocery shopping	do dishes & take garbage out	prepare dinner & wash	help youngest child prepare simple dinner & errands & other cleaning
Child 6 yr. old	set table & help with dishes	straighten living room	fold towels	day off	clean own bedroom	set table & help with dishes	help mother prepare simple dinner
Child 12 yr. old.	do dishes & take out garbage	prepare dinner	wash towels and other basics	prepare dinner	day off	clean own bedroom	do dishes
Child 17 yr. old	prepare dinner & clip coupons for grocery shopping	clean bathroom	do dishes	clean kitchen	prepare dinner	clean own bedroom	day off

* Each person keeps personal items picked up and put away. * Each person responsible for folding & putting away laun

* Each person helps with yard work, snow removal as needed.

SCHEDULE FOR FAMILY TASKS

Exercise I

TASKS

NAME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY

TITLE: THE "TEN COMMANDMENTS" OF CHILD MANAGEMENT

GOALS: To allow participants to discuss the difficulties in managing the behavior of their young children and to gain an understanding of some principles for handling that task effectively.

TIME: 30-60 minutes depending on the number of participants and the amount of time used for discussion.

MATERIALS: List of the "Ten Commandments" (with explanations) to be handed out to the participants. (may be copied)

PREPARATION: Facilitator should be familiar with the "Ten Commandments". He/she should either be an effective, experienced parent or have some professional training in child psychology or some related discipline.

DESCRIPTION: The "Ten Commandments" handout is a set of principles for "managing" the behavior of young children. It is based on the results of years of research and clinical experience in child psychology and is designed basically to facilitate discussion. One possibility for its use is to simply pass it out and read through the items one at a time, asking participants to describe examples of times they have successfully used each principle and/or to raise questions or problems with them. A second possibility involves cutting the handout into strips and giving one or two of the "Commandments" to each participant. Each participant is asked to share their principle with the group along with examples and questions about its application. After presenting and discussing the "Ten Commandments" in one of these two ways, it is also possible to have the participants commit to attempting to apply some of the principles during the next week and then have a follow-up session in which the successes and difficulties they encountered during the week are further discussed.

The exercise will have been successful if participants feel more confident about their ability to "manage" their children's behavior and are able to apply some of the principles described.

THE "TEN COMMANDMENTS" OF CHILD MANAGEMENT

Introduction: All parents need to "manage" their young children's behavior to some degree. That is, they need to be able to get the children to do socially appropriate things that the parent desires them to do (e.g. picking up after themselves) and also to avoid doing socially inappropriate things that make life difficult for parents and others (e.g. throwing temper tantrums). The following principles or "commandments" are based on the experience of child psychologists who work with parents although they may often coincide with good "common sense". Some of the ideas are described more fully in the book Parents are Teachers by Wesley Becker (published in 1971 by Research Press).

COMMANDMENT # 1 Thou shalt make thy expectations for the child very clear. ---- It is first important to clarify in your own mind exactly what you want the child to do. These expectations or "rules" should then be very clearly explained to the child in a manner that includes reasons for the "rule" if at all possible.

COMMANDMENT # 2 Thou shalt try very hard to catch thy children being good. ---- Many times children get attention from parents only when they're behaving inappropriately. It is very important to frequently attend to them when they behave appropriately (when they're "being good") and reward them in some way.

COMMANDMENT # 3 Thou shalt respond to good behavior with praise, affection, food or fun. ---- Most children are very responsive to "social" reinforcers like praise and affection but even when these are not effective, more basic rewards like treats or privileges may serve to increase "good" behavior when used appropriately.

COMMANDMENT # 4 Thou shalt set reasonable goals for thy children's behavior and reward them for improvement. ---- Impossible goals are those that are beyond the child's capacity and should be avoided. Difficult behavioral goals/expectations may take some time to accomplish so children should be rewarded as their behavior improves and not just when they reach the final objective.

COMMANDMENT # 5 Thou shalt use "Grandma's Rule" in dealing with thy children. ---- This very simple "rule" says: "*First*, you do what I want you to do, *then* you do what you want to do." (or "*First* you work, *then* you play"). Applying this "rule" allows the preferred behavior (play) to serve as a reward for the non-preferred behavior (work).

COMMANDMENT # 6 Thou shalt avoid the "criticism trap". ---- Criticizing a child for misbehavior seems to work because the child often stops for a little while. This reinforces the parent for criticizing and makes it more likely that he/she will do it more often. Soon, misbehaving becomes the easiest way for the child to get the parent's attention. Parental attention (even criticism) is reinforcing to the child so the misbehavior increases. It's a trap that can be avoided by following commandment # 2.

COMMANDMENT # 7 Thou shalt avoid spanking thy children. ---- Spanking a child for misbehavior may sometimes stop the behavior but it also causes children to avoid, fear, and dislike the parent *and* it shows the child that violence is acceptable and thus increases the likelihood that he/she will use it when frustrated.

COMMANDMENT # 8 Thou shalt ignore unwanted behavior whenever possible. ---- Often a child's inappropriate behavior is rewarded only by the parent's attention. If these behaviors (e.g. tantrums) are ignored they will eventually disappear.

COMMANDMENT # 9 Thou shalt give thy children a "time out" when necessary. ---- When misbehavior cannot be ignored the most effective form of punishment usually involves providing the child a brief "time out" from all social reinforcement by immediately removing him/her from the situation. Usually this involves isolating the child in his/her room for about 10 minutes and allowing him/her to return when ready to behave appropriately.

COMMANDMENT # 10 Thou shalt reward thyself for effective child management. ---- Many of these "commandments", while simple to understand, require considerable time and energy to carry out. Parents can "teach" themselves to use these principles by allowing themselves a "treat" when they are able to employ them effectively with their children.

SOCIAL
SUPPORT

TITLE: MY SUPPORT SYSTEM

GOALS:

1. To assist participants to define their individual support systems and determine those people in their lives who provide support and those who do not.
2. To assist participants in learning how to develop healthy support systems.

TIME: Approximately one hour

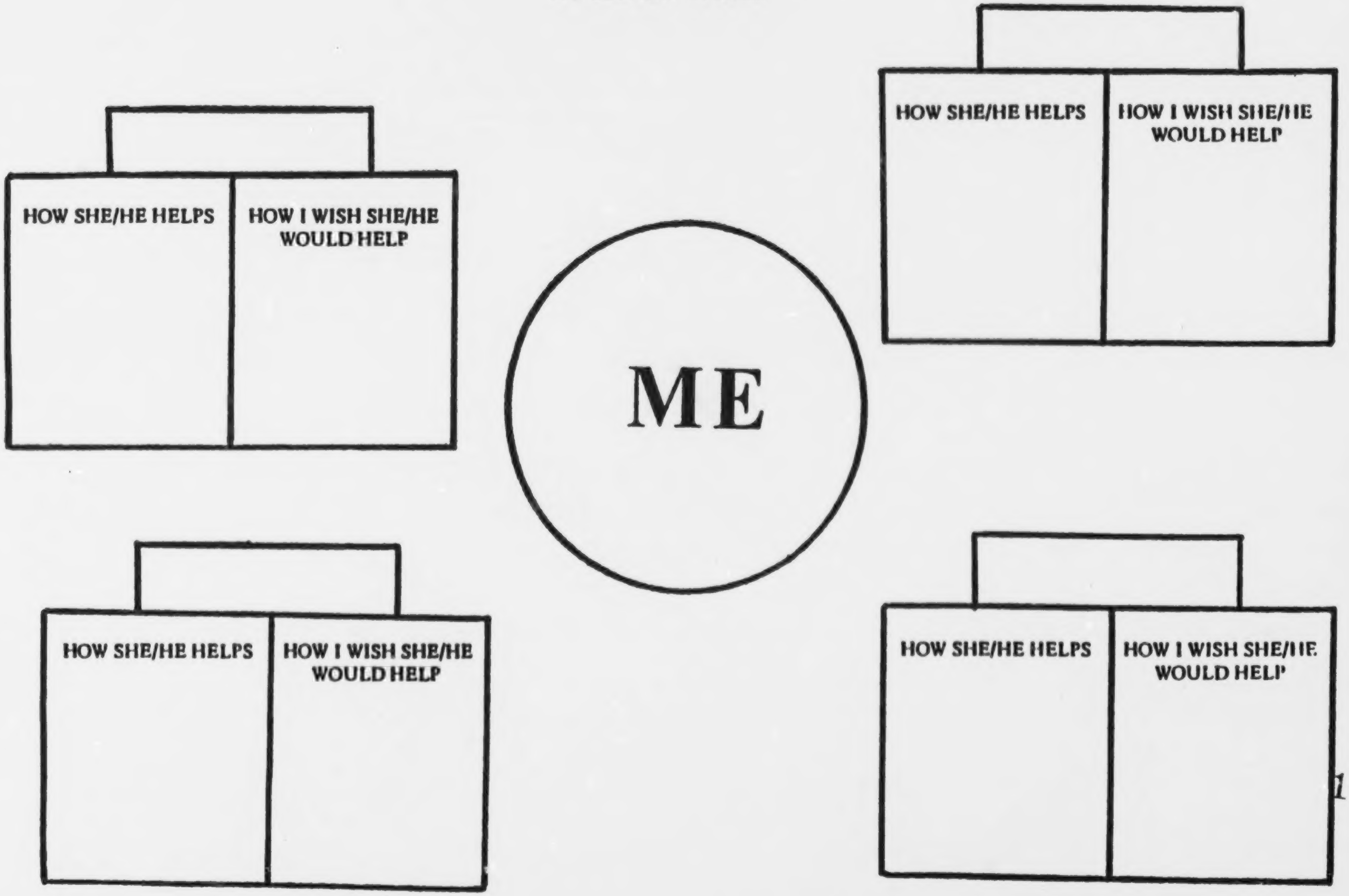
MATERIALS: Copy of exercise

PREPARATION: None specific

DESCRIPTION:

1. Participants will identify people in their lives whom they believe to be a part of their support systems. They will list how these people help and what the participants wish the people in their support systems could do to provide support.
2. Pariticipants will have the opportunity to assess their support systems, to add to the support systems, or to eliminate from their support systems those who provide little or detrimental support.
3. Assist participants in learning how to build appropriate and healthy support systems.
4. Are participants able to define their support system?
5. Can participants see the difference between positive support and negative support?
6. Do participants have a plan to add to their support systems or build from scratch a support system?

MY SUPPORT SYSTEM


HOW SHE/HE HELPS
HOW I WISH SHE/HE WOULD HELP
HOW SHE/HE HELPS
HOW I WISH SHE/HE WOULD HELP
ME
HOW SHE/HE HELPS
HOW I WISH SHE/HE WOULD HELP
HOW SHE/HE HELPS
HOW I WISH SHE/HE WOULD HELP

TITLE: SOURCES OF INFORMATION FOR YOUR AREA

GOALS: This activity is designed to help individuals become more aware of various sources or agencies for assistance that are available in their area.

TIME: Undetermined
(This can be done individually while in class, or by the instructor before class with participants only needing to fill in the appropriate phone numbers.)

MATERIALS: Pencils, phone book or previously prepared information sheet with phone numbers, copy of exercise

PREPARATION: Optional Prepare a list with the needed phone numbers; or make sure there are phone books available to look up needed numbers.

Phone numbers of individuals or agencies that work on a sliding-scale fee basis may not be listed as such in the phone book and those numbers would need to be prepared before class.

Additionally, cost information concerning substance abuse centers for youth and whether or not they work with insurance companies is also helpful.

DESCRIPTION: The students will use the following exercise to make them more aware of agencies that offer assistance in their area. This exercise should also provide them with the knowledge of HOW to go about seeking and obtaining needed help.

This exercise provides space for a student/participant to fill in information concerning needed sources of information for the area in which they live.

Agency	**Phone**
1. Childcare Centers	
2. Adultcare Centers	
3. AFDC Office (by county)	
4. Food Stamp Office (by county)	
5. HUD Assistance (by county)	
6. Child Support Office (by county)	
7. Legal Assistance	
8. Health Department (by county)	
9. AIDS referral/testing office	
10. Crisis Centers (for abuse of self or children)	
11. Emergency housing/emergency food and fuel needs	
12. Department of Social Services	
13. Psychologist/Psychiatrists who use sliding-scale fees	
14. Drug/Alcohol Abuse Centers for adults	
15. Drug/Alcohol Abuse Centers for juveniles	

Exercise continued.

Other referral agencies for your particular area and needs:

APPENDIX

PHONE INTERVIEW SHEET
SIGNIFICANT OTHER GRANT #368-P-1-03-5992

"How Effectively Past Participants Dealt with the Pressure From Significant Others While They were in Class"

1. Did you have any problems from the Significant Others in your life while you were in training? ___Yes ___No

2. If yes, were any of the problems you encountered due to:
   ___your training
   ___your returning to school
   ___seeking employment
   ___other (be specific)

3. If you had to deal with problems from your significant other, who was this person in your life? Example: mother, spouse, friend, children, boyfriend or girlfriend, etc.

4. While you were in training, list three kinds of problems you had to deal with from your significant other.

5. What specific steps or actions did you take to cope with these problems? (Give examples)

6. What specific suggestions would you give to help others learn to cope when they are dealing with their significant others during their transitional training?

QUESTIONNAIRE

Bibliographical Information

A. What is your current age?
B. Are you male or female?
C. What is your current marital status?
D. Please list the major reasons you enrolled in this job training program.
  1.
  2.
  3.
  4.
E. How did your friends, family members (children, parents, spouse, or partner) react to your enrolling in this program?
  1.
  2.
  3.
  4.
F. Did anyone try to talk you out of enrolling in this program? If so, who suggested that you enroll/not enroll in this program?
  1.
  2.
  3.
  4.
G. How did you react to their suggestion that you enroll/not enroll in the program?
  1.
  2.
  3.
  4.
H. Which people in your life currently give you the most support? Is this support negative or positive?
  1.
  2.
  3.
  4.
I. What suggestions could you make for the training program that you are currently enrolled in to provide you with additional emotional support?
  1. Would an open house for you and your significant other(s) help?
  2. Would "take home" materials explaining the program help?
  3.
  4.
  5.
  6.
  7.

Questionnaire (continued)

Thank you for taking the time to fill out this questionnaire. The ReEntry Center at NKU was awarded a grant called "coping with Pressures from Significant Others". The primary purpose of this questionnaire is to help us begin to understand the roles that significant others play in the lives of program participants. materials will be developed which will help the instructor teach the single parent/homemaker students skills on how to effectively cope with the pressures they are receiving from their significant others.

SECTION 1: A Significant Other is any person participating in your life who is actively influencing your daily decisions. Examples of these are your children, parents, friends, partner, spouse, or siblings. Many people have significant others who provide positive, emotional and/or physical or financial support in their lives. Some people also have significant others who play a more negative, non-supportive role by refusing to help when needed and/or by causing difficulties that add more pressure or stress to the person's life. Most common are significant others who are positive and supportive in some ways and negative or non-supportive in others.

In the space below you will be asked to identify the significant others in your life and then to describe the specific ways in which these people are positive and supportive to you and also ways in which they are negative and non-supportive and or cause problems for you.

Please complete the section on significant others. For questions, (1-4), indicate the person's sex and answer, the questions A-D for each significant other.

Eg. Significant other:
A. Name (first name only:) Sex: M F
B. Relationship to you (e.g. spouse, boyfriend, mother, etc.)
C. How (if at all) does this person provide positive support (emotional, physical, financial) to you. What, exactly, does he or she do for you?
D. How (if at all) does this person play a negative, non-supportive role in your life? Hoe does she or he add pressure, stress, or trouble and make your life more difficult?

Repeat for #1, #2, #3, #4.

THE CHALLENGE OF CHANGE

ARE YOU in the process of undergoing some significant change in your life--such as educational, relationships, employment or other life changes?

WOULD YOU like to learn how to better cope with the pressures associated with these changes--new roles, coping with significant others, needs misunderstood or not being met?

If you answer **YES** to either of the two questions, and would like to join an on-campus, 4-session support group (7-9 pm) led by Dr. Jim Thomas, Professor of Psychology, and Karen Malott, Director of the ReEntry Center, call to register:

572-6361

(Support group sessions will be April 3, 10, 17 and 24.)

Funding for the support sessions is provided under a grant from the Kentucky Department of Education and Office of Vocational Education.